IMPLEMENTASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT* (*ESD*) DAN PENCAPAIAN *LIFE SKILLS* PESERTA DIDIK DI SEKOLAH ADIWIYATA MANDIRI

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
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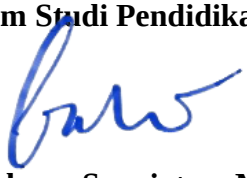

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PERNYATAAN KEASLIAN TESIS

Dengan ini saya menyatakan bahwa tesis dengan judul "**Implementasi *Education for Sustainable Development* (*ESD*) dan Pencapaian *Life Skills* Peserta Didik di Sekolah Adiwiyata Mandiri"** ini beserta seluruh isinya adalah benar-benar karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya saya ini atau klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Januari 2021
Yang membuat pernyataan,

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Alhamdulilah, segala puji dan syukur penulis panjatkan ke hadirat Allah SWT yang telah melimpahkan rahmat dan karunia-Nya sehingga penulis dapat menyelesaikan tesis yang berjudul "Implementasi *Education for Sustainable Development* (*ESD*) dan Pencapaian *Life Skills* Peserta Didik di Sekolah Adiwiyata Mandiri".

Penulis menyadari bahwa skripsi ini masih banyak kekeliruan. Oleh karena itu dengan segala kerendahan hati, penulis mengharapkan saran dan kritik yang membangun dari para pembaca guna memperbaiki dan menyempurnakan tesis ini. Semoga tesis ini dapat bermanfaat bagi pembaca dan dunia pendidikan.

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Bandung, Januari 2021

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Indira Kartika Rahayu

ABSTRAK

IMPLEMENTASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT* (*ESD*) DAN PENCAPAIAN *LIFE SKILLS* PESERTA DIDIK DI SEKOLAH ADIWIYATA MANDIRI

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Penelitian ini bertujuan untuk menganalisis implementasi *Education for Sustainable Development (ESD)* dan pencapaian *life skills* peserta didik di Sekolah Adiwiyata Mandiri. Desain penelitian yang digunakan yaitu deskriptif eksploratif. Instrumen penelitian terdiri dari pedoman wawancara, kuesioner terbuka, analisis program model CIPP, lembar analisis dokumen RPP, lembar observasi guru dan peserta didik, tes pengetahuan *ESD*, kuesioner sikap, dan kuesioner *life skills*. Hasil temuan dari penelitian ini yaitu 1) Implementasi *ESD* di SMKN Adiwiyata ditunjukkan dengan adanya kebijakan program terkait *ESD*. Program kebijakan meliputi kebijakan kurikuler dan nonkurikuler, program yang dibuat sudah disesuaikan dengan komponen dan target yang ada di dalam *ESD*. 2) Keterlaksanaan dari program kebijakan terkait *ESD* di SMKN Adiwiyata Mandiri sudah berjalan dengan baik dan dapat diterima, namun pelaksanaannya belum maksimal dan masih membutuhkan perbaikan. Secara keseluruhan keterlaksanaan program kebijakan di SMKN Adiwiyata Mandiri sudah baik dalam mengimplementasikan *ESD*. 3) Proses pembelajaran mikrobiologi di SMKN Adiwiyata mengintegrasikan *ESD* ke dalam kegiatan pembelajaran yang mengandung komponen *ESD* di dalamnya. KD yang digunakan berkaitan dengan pencapaian target *SDG* No. 3 dan *SDG* No.12. 4) Keterampilan *life skills* peserta didik di SMKN Adiwiyata Mandiri yang mempelajari materi kualitas air dan makanan pada pembelajaran mikrobiologi berjalan dengan baik. Peserta didik bertanggung jawab terhadap kemampuan dirinya, sosial, akademik dan vokasionalnya.

Kata kunci : Implementasi, *ESD*, Adiwiyata, *Life Skills*, Mikrobiologi

ABSTRACT

IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) AND ACHIEVEMENTS OF STUDENTS' LIFE SKILLS AT INDEPENDENT ADIWIYATA SCHOOL

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This study aims to analyze the implementation of Education for Sustainable Development (ESD) and the Achievement of Students' Life Skills at the Independent Adiwiyata School. The research design used is descriptive exploratory. The research instrument consisted of interview guides, open-ended questionnaires, analysis of the CIPP model program, lesson plan analysis, teacher and student observation sheets, ESD knowledge tests, attitude questionnaires, and life skills questionnaires. Research data shows that: 1)Implementation of ESD at Adiwiyata Vocational High School (AVHS) is indicated by the existence of program policies related to ESD. Policy programs include curricular and non-curricular policies, programs made adjusted to the components and targets in ESD. 2) The implementation of the ESD-related policy program at AVHS has gone well and is acceptable, however, the implementation is not yet optimal and still needs improvement. Overall, this implementation of the policy program at AVHS is already in some good category in implementing ESD. 3) The microbiology learning process at AVHS remains characterized by integrating ESD into learning activities that contain ESD components. The basic competencies used by teachers are related to achieving SDG 3 and SDG 12. 4) The life skills of students at AVHS that study water and food quality materials in microbiology learning are running well. Students are responsible for their social, academic, and vocational abilities.

Keywords : *Implementation, ESD, Adiwiyata, Life Skills, Microbiology*

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